# Rubric for the Thoreau Presentation

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| CATEGORY | **4** | **3** | **2** | **1** | **Score and Comments** |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Grammar & Spelling (Conventions)** | Writer makes no errors in grammar or spelling that distract the reader from the content. | Writer makes no more than 3-5 errors in grammar or spelling that distract the reader from the content. | Writer makes no less than 6-8 errors in grammar or spelling that distract the reader from the content. | Writer makes more than 8 errors in grammar or spelling that distract the reader from the content. |  |
| **Word Choice** | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, and the choice and placement of the words seems accurate, natural and not forced. | Writer uses vivid words and phrases that linger or draw pictures in the reader's mind, but occasionally the words are used inaccurately or seem overdone. | Writer uses words that communicate clearly, but the writing lacks variety, punch or flair. | Writer uses a limited vocabulary that does not communicate strongly or capture the reader's interest. Jargon or clichés may be present and detract from the meaning. |  |
| **Accuracy of Facts (Content)** | All supportive facts relating to Thoreau are reported accurately. | Almost all supportive facts relating to Thoreau are reported accurately. | Some supportive facts relating to Thoreau are reported accurately. | NO facts relating to Thoreau are reported OR most are inaccurately reported. |  |
| **Sequencing (Organization)** | Details are placed in a logical order and the way they are presented effectively keeps the interest of the reader. | Details are placed in a logical order, but the way in which they are presented/introduced sometimes makes the writing less interesting. | Some details are not in a logical or expected order, and this distracts the reader. | Many details are not in a logical or expected order. There is little sense that the writing is organized. |  |
| **Recognition of Reader (Voice)** | The reader's questions are anticipated and answered thoroughly and completely. | The reader's questions are anticipated and answered to some extent. | The reader is left with one or two questions. More information is needed to "fill in the blanks". | The reader is left with several questions. |  |
|  | | | | | Final Grade |